**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 1st Grade** | | | **Date(s)**: Unit 2-Day 11 |
| **Unit Title:** Unit 2 – Understanding Place Value (Tens and Ones) | | | | **Corresponding Unit Task:** *Understand that the two digits of a two-digit number represent amounts of tens and ones.* | | |
| **Essential Question(s):** How does counting by 10’s help me count large numbers? How does counting by 10’s help me understand place value? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: number cards 0-20, 2 circles** | | **Student:** | | | **Digit, one-digit number, two-digit number, tens, ones, compare, greater than (>), less than (<) and equal (=)** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.3**  *Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.* | | | | | |
| **I Can Statement(s): I can determine when a 2-digit number is greater than, less than or equal to another 2-digit number. I can explain why a 2-digit number is greater than, less than or equal to another 1-digit number.** | | | | | |
| **Activating Strategy/Hook:**   * Guess My Number (Mystery Number): Put the numbers 0-20 on the board, a student tries to guess the number that the teacher has chosen. Then teacher tells if number is greater than or less than the chosen number. Student then uses the clue to cover the appropriate numbers with sticky notes until the mystery number is revealed or guessed. | | | | | |
| **Teacher Directed: (whole group)**   * **Using 2 circles on the floor, large number cards, and pictures, students will determine if their given number is greater or less than the number on the floor.** | | | | | |
| **Guided Practice: (small groups/partners)**   * **Students will play Number War, by comparing the numbers on the cards (either the winner can have the number that is greater or less than)** | | | | | |
| **Independent Practice:**   * **Students will write in their math journal, to complete the following sentence using the number cards from Number War**   **\_\_\_\_\_\_\_\_\_ is greater than \_\_\_\_\_\_\_\_\_\_\_.**  **\_\_\_\_\_\_\_\_\_ is less than \_\_\_\_\_\_\_\_\_\_\_.**  **\_\_\_\_\_\_\_\_\_ is equal to \_\_\_\_\_\_\_\_\_\_\_.** | | | | | |
| **Closing/Summarizing Strategy: (using math journal)**   * **Students will Think-Pair-Share their sentences that they created in independent practice.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students will use a math web to represent a number in a variety of ways. | | | One-on-One assistance to show how to group objects by 10s using a place value mat. | | | Students will explain to the class how they solved the story problem then pose the question to their classmates of how to solve the problem differently. |
| **Assessment(s): During independent practice observe students ability to compare 1-digit numbers.** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Students’ understandings/misconceptions * Specific notes about student thinking * What do I need to reteach or review tomorrow or in the future * New ideas/changes for next time | | | | | | |